

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

SPHE461

Course Summary

Course : SPHE461 **Title :** Current Issues and Trends in Fitness and Wellness
Length of Course : 8 **Faculty :**
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

This course is designed to explore the growing field of Sports and Health Sciences and its cultural impact on the United States and International health and wellness. The student will gain the tools necessary to assess the fitness, sport, and health industry and its relationship to health and wellness management.

Course Scope:

In this course we will examine current issues and trends in fitness and wellness. We will look at topics that are relevant to personal health and how that drives the business trends of the fitness and wellness industries. Students will identify current topics in fitness and wellness through investigation of web based literature and professional sources. Learning experiences include discussion forums, four assignments, and the development of a final project. Upon successful completion of the course, you will be able to identify, compare and contrast current topics, and how they influence the fitness and wellness industries, and its professionals.

Objectives

After successfully completing this course, you will be able to:

- CO1:** Evaluate the education requirements and credentialing process for health science professionals, and their impact on the population(s) they will serve.
- CO2:** Evaluate and understand the scope of practice limitations of professionals within health science fields.
- CO3:** Examine the interrelationships between the initiatives of the Healthy People 2030 and the health and well-being of the U.S. population.
- CO4:** Understand current national data for issues in fitness levels and chronic disease prevalence for the U.S. population and how they affect fitness, sport, and wellness trends.
- CO5:** Evaluate the importance of fitness assessments for determining both short- and long-term exercise programming.

CO6: Develop an ability to evaluate current exercise and lifestyle trends for clients of all populations, both typical and those less likely to participate in physical activity.

CO7: Understand how practice acts and Codes of Conduct dictate appropriate business practices, boundaries, and representation of one's knowledge, skills, and abilities.

CO8: Understand the current research and body of knowledge regarding this industry, and be able to contrast this with misinformation, marketing strategies, and fads in order to design appropriate fitness and wellness interventions.

Outline

Week 1: Credentialling - Scope of Practice

Learning Objectives

LO 1

LO 2

LO 7

Readings & Resources

- NCCA Accreditation
- National Physical Education Standards
- National Standards for Sport Coaches
- National Public Health Performance Standards
- ANCC Certifications
- Registered Nursing Requirements by State
- National Center on Health, Physical Activity and Disability
- 40 Years of History with the NSCA
- ACSM: The Gold Standard of Certification
- The American Council on Exercise (ACE) Band Anthem
- NASM Commercial: My USA Trainer
- The Role of Fitness Professionals in Public Health: A Review of the Literature
- Scope of Practice Issues for Fitness Professionals

Assignment

Week 1 Discussion Forum

Week 2: Healthy People Objectives, Lifestyle Disease Prevalence

Learning Objectives

LO 3

LO 4

LO 6

LO 8

Readings & Resources

- Healthy People 2030 - Objectives
- Healthy People 2030
- Obesity and overweight
- Addiction in Athletes
- Can Disability, Chronic Conditions, Health and Wellness Coexist?
- Nursing and Healthcare Trends
- Chronic Disease Prevention and Health Promotion (website)
- Despite increasing physical activity levels, obesity levels continue to rise in America
- National Center for Health Statistics Exercise or Physical Activity

Assignment

Discussion 2

Week 3: Current Issues and Challenges in Wellness

Learning Objectives

LO 2

LO 3

LO 4

LO 6

Readings & Resources

- 2018 Fitness Industry Trends and Predictions to Grow Your Business
- Comparative analysis of the growth of the gym market
- Health Belief Model Example
- Physical Activity and Adherence
- Trans-Theoretical Model of Behaviour Change
- What You Need to Know About Youth Suicide
- Mental Health Issues Remain on Minds of Student-Athletes
- Mental Health and Sport
- NCAA Mental Health Best Practices
- Female Gymnasts Use Narcotic Pain Meds at a Higher Rate than Other College Athletes
- High School Athletes and Opioids
- Athletes vs Opioids
- WHO fact sheet
- Stop Obesity Alliance
- WHO

Assignment

Discussion #3

WK3 Assignment

Week 4: Consultations & Assessments

Learning Objectives

LO 4

LO 5

LO 6

LO 7

Readings & Resources

- ACSM's Updated Recommendations for Exercise Preparticipation Health Screening
- The development of a subjective assessment framework for individuals presenting for clinical exercise services
- Evolution of the PAR-Q and Canadian Aerobic Fitness Test
- Quantity and Quality of Exercise: Guidance for Prescribing Exercise
- Understanding Disability Sport Terminology
- Discover Inclusive School Wellness
- Best Practices in Adaptive Team Sports
- Issues in the Assessment and Diagnosis of Culturally Diverse Individuals
- Bias and well-meaning people

Assignment

Discussion #4

Week 5: Fitness Trends and Program Adherence

Learning Objectives

LO 3

LO 5

LO 6

LO 8

Readings & Resources

- Exercise and Acute Cardiovascular Events
- Exercise and Physical Activity for Older Adults
- Exercise is more than medicine: The working age population's well-being and productivity
- Physical activity programming for clients with obesity: Considerations for exercise professionals
- Fitness Trends for 2022
- Nudging to move
- Wearable tech and Nudge theory
- Outdoor fitness
- Exercise as Medicine
- FNH 473 Video 1: Introduction to Health Behaviour Theories
- The handbook of health behavior change, Chapters 1-6 and 8

Assignment

Discussion #5

WK5 Assignment

Week 6: Traditional and Non-traditional populations and So-called “Experts”

Learning Objectives

LO 1

LO 2

LO 4

LO 6

LO 7

LO 8

Readings & Resources

- Nutrition - Learning Healthy Eating Guidelines
- Nutrition Coaching while staying within your scope of practice
- Personal Trainer Perceptions of Providing Nutrition Care to Clients: A Qualitative Exploration
- Scope of Practice Issues for Fitness Professionals
- Sports nutrition knowledge, perceptions, resources, and advice given by certified Crossfit trainers
- Active Aging
- World Obesity Atlas
- Exercise for the Neurodiverse Population
- Roles of Childhood Gender Nonconformity and Athletic Self-Esteem
- ACSM-Certified Registered Exercise Physiologist
- Inclusive Fitness Trainer Certification
- Chronic disease and the link to physical activity
- Exercise and Acute Cardiovascular Events: Placing the Risks into Perspective
- Exercise and Type 2 Diabetes
- Exercise for Patients with Coronary Artery disease
- Exercise in obesity and weight management: Time for critical appraisal
- Inside the ACE Therapeutic Exercise Specialty Certification
- Physical Activity and Exercise in Children with Chronic Health Conditions

Assignment

Discussion #6

Week 7: Ethical/Legal Issues & Current Research

Learning Objectives

LO 2

LO 7

LO 8

Readings & Resources

- Adherence with physical activity monitoring wearable devices in a community-based population: observations from the Washington, D.C., Cardiovascular Health and Needs Assessment
- Best Fitness Trackers of 2018
- Consumer physical activity tracking device ownership and use among a population-based sample of adults
- Improve your life with Biohacking
- The MyFitnessPal Hack May Affect 150 Million People. It Could've Been Even Worse
- What is biohacking and why should we care?
- What the future holds for fitness technology

- International Charter of Physical Education, Physical Activity and Sport
- Health Education Code of Ethics
- Exercise is more than medicine: The working age population's well-being and productivity
- The Importance of Ethics in the Fitness Industry
- Exercise is Medicine: The Importance of Connecting Fitness with Healthcare

Assignment

Discussion #7

Week 7 Assignment

Week 8: Directing Positive Change in the World

Learning Objectives

LO 2

LO 3

LO 4

LO 6

LO 7

LO 8

Readings & Resources

- The Future of Personal Training: Where is the Industry Headed?
- The Future of Personal Training: Where is the Industry Headed?
- Exercise Professional Action Guide
- Whole School, Whole Community, Whole Child (WSCC)
- Dimensions of Health
- Gender Equity
- Inclusive School Wellness Guide
- Project Wellness
- The Science of Behavior Change

Assignment

Discussion #8

Evaluation

Reading Assignments:

As upper division students you are expected to read all required reading each week. This material will be covered in a variety of places, including forums, assignments, and a final project.

Discussion Assignments:

Throughout the course you will write Discussion Forum posts in response to weekly information and scenarios. These responses, also called **Posts**, will involve analyzing readings, comparing and contrasting the views of authors, and critiquing arguments presented by the readings or the class. Posts will be graded

for accuracy of interpretation, rigor of argument, and clarity of expression.

Responses and posts should abide by the University [Netiquette](#) policy (see below). The purpose of these Discussion Forum activities is to expand your learning opportunities by engaging in academic and thought-provoking asynchronous conversation with your classmates and instructor. The instructor's role is to facilitate the learning process by participating in the discussions, promoting conversations, and promoting an advanced level of inquiry.

Using Turn-It-In for Discussions

*Some instructors may require students to submit their initial **Discussion** posts to Turnitin via the "Assignments" tool in our Brightspace classroom—please check the Discussion Guidelines (Course Overview & Introduction Content area) and/or an Announcement from your faculty to determine if this step is required for this course.*

If this is a requirement in your class, before posting your initial Discussion, you must submit it in the assignment area in a Word file, so its originality can be checked by turnitin.com. Your similarity score will appear in the same place you submit your file. It can take up to 24 hours for a score to return, but usually, it is less than 30 minutes. Before you post your Discussion, make sure your similarity score is less than 15%. If it is greater than 15%, edit/rewrite your discussion, submit it again in the assignment area and check the %. Repeat this process until your similarity score is less 15%. Then post your Initial Discussion for the week.

Homework Assignments:

Assignments will be evaluated based on the individual grading rubrics provided with each assignment.

Final Project:

The detailed guidelines and grading rubric for the Final Project are provided with the Final Project in the Assignments inside the classroom

Grading:

Name	Grade %
Discussions	25.00 %
Week 1: Discussion	3.13 %
Week 2: Discussion	3.13 %
Week 3: Discussion	3.13 %
Week 4: Discussion	3.13 %
Week 5: Discussion	3.13 %
Week 6: Discussion	3.13 %
Week 7: Discussion	3.13 %
Week 8: Discussion	3.13 %
Assignments	50.00 %
Week 3 Assignment	25.00 %
Week 5 Assignment	25.00 %
Final Paper	25.00 %
Week 7 Assignment -Final Paper	25.00 %

Materials

Book Title: The Handbook of Health Behavior Change, 4th ed. - e-book available in the APUS Online

Library

Author: Reikert

Publication Info: Springer Lib

ISBN: 9780826199355

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Author:

Publication Info:

ISBN: ERESERVE NOTE

This course uses Open Educational Resources. Links to all of the resources for this class are located in the Weekly Lessons area of our classroom under the heading "Learning Material", where you will find a link to the eReserve, which lists all of the Reading and Resources for each week of the course. Simply click on this link to access the Required Readings and Resources, from which you will find a clickable link to each week's list of readings and resources.

Required Readings: See Course Outline

Websites

In addition to the required course readings and resources, the following public domain Websites may be useful. Please abide by the university's academic honesty policy when using Internet sources, and if you use them, cite them properly. Note web site addresses are subject to change.

Industry Research & Practice Organizations

[Healthy People 2030 Objectives](#)

[Healthy People 2020](#)

[American College of Sports Medicine](#)

[Centers for Disease Control and Prevention](#)

[National Academy of Sports Medicine](#)

[American Council on Exercise](#)

[IDEA Health & Fitness Association](#)

[National Strength & Conditioning Association](#)

[International Health, Racquet & Sports club Association](#)

Course Guidelines

Academic Honesty & Personal Integrity

The University System supports and promotes academic honesty and personal integrity. Any form of academic dishonesty has no place in higher education. The University System does not tolerate dishonest efforts by its students. Students who are guilty of academic dishonesty can expect to be penalized. Any student who knowingly assists another student in dishonest behavior is equally responsible. An additional violation of the standards of academic honesty within a course may result in dismissal from the University System. [Click here for the full APUS policy.](#)

In addition to the [university's plagiarism policy](#), students who are found to have submitted materials plagiarized from any online source, such as Course Hero, etc., will be reported to both the [Plagiarism Office](#) and the [Student Conduct Office](#) with the possibility of [failing the course](#) and/or [expulsion](#) from APUS. Use of said materials is [academic dishonesty](#) and will not be tolerated.

Writing Expectations

Students please review forum and assignment rubrics prior to completing each course requirement. As you work with student athletes, other athletic/fitness related personnel, clinical and other situations, you will frequently encounter challenging learning and behavioral situations. The solutions you find to these challenges will often determine success at a personal and program level. Your experiences have led you to certain beliefs; however, these beliefs may not lead to the correct solution in any given circumstance. In simple terms, theory is what generates the practical application you apply to your job. It is theory that helps us analyze our opponent and make determinations on what they are going to do in the future, and it is theory that has been turned into technology that helps us increase quality of life, performance, and competitiveness. Understanding what experts recommend is one very important strategy for you to use. The commitment to apply key theory to your ideas enhances the likelihood that sound judgment drives solutions, not just feelings and beliefs. The application of theory can also help protect you in cases of liability questions.

All written submissions should be submitted in a font and page set-up that is compatible with APA Style (7th Ed.) formatting. It is recommended that students adhere to this consistent format and follow all rules of APA formatting –here are some basics:

- Typewritten in double-spaced format with a readable style (Arial or Times New Roman fonts are best) and submitted inside the electronic classroom as instructed by the assignment details (unless classroom access is not possible and other arrangements have been approved by the professor).
- Best font sizes: Arial or Times New Roman 12-point font.
- 1” margins all around (no additional indenting –except 1st line of each paragraph)
- Double-spaced throughout paper
- Appropriate APA-style formatted in-text citations and reference list
- Paper should be written in 3rd person –this means no personal opinions, no sentences with “I” “my” or other 1st person text. These are academic/scientific papers.

Citation and Reference Style

Attention Please: Students will follow the APA (7th Ed.). Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Late Assignment Policy

All dates and times posted are for U.S. Eastern Standard time. It is your responsibility to know how that translates to your time zone and to submit/complete Assignments, Discussions and tests per these posted deadlines. All assignment due dates are posted on the Assignments page.

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member’s discretion. Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time. The University Late Policy can be found in the [Student Handbook here](#).

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied. For more information regarding our DSA services, please contact DSA@apus.edu.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university

setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

Humor Note:

Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :)

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it’s important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
 - Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
 - The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
 - Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.
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University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)

- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.